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Some 23 11th-grade underachievers were exposed to group counseling sessions once each week for a period of about eight months during the 1967-68 academic year. The purpose of the investigation was to determine if group counseling could produce changes among underachievers in motivation toward school, acceptance of self, and realism of occupational and educational aspirations. No significant difference in academic motivation scores between the counseled and noncounseled groups was found. The results of this investigation revealed that the counseled group made a significant change in mean self-acceptance score when compared to the gain made in self-acceptance by the noncounseled group. The counseled group at the termination of the program was selecting educational and occupational goals more in accord with their potential or more realistically, while the reverse was true of the noncounseled group. It may be concluded that group counseling might well promote more positive student acceptance of self as well as greater realism in occupational and educational goal selection. (Author)

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GROUP COUNSELING AND PERSONAL DEVELOPMENT

CLARK HIGH SCHOOL

1967-1968

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CG003336

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George A. Jeffs
November, 1968

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INTRODUCTION

Group counseling may be a vehicle for helping students to achieve personal growth that may not otherwise be achieved. The basic undertone of the current investigation is supported by Hamrin and Erickson (1939, p. 69) who stated: "The pupil must be assisted in thinking through the relationship of his abilities and interests to the educational and vocational opportunities open to him." The students involved in the current investigation are much like those disadvantaged youths described by Farquhar (1966) in that they are likely to have low academic motivation which may manifest itself in the form of hostility, intolerance, and negative self-concepts.

Group participation, as pointed out by Bradford and Lippitt (1961), can offer individual gains because the individual may (1) become sensitive to the needs of individual members, (2) share in the setting of group goals, and (3) be encouraged to feel independent, and to grow and improve. Caplan (1957, p. 128) concluded after employing group counseling in an attempt to improve junior high school boys' concepts of themselves: "The results indicate that group counseling is a promising method for dealing with many of the problems of adolescents and warrants serious consideration for further investigation." Broedel, Ohlsen, Proff, and Southard (1960) professed that group counseling is especially appropriate for adolescents.

Purpose

This investigation was undertaken to determine if group counseling could produce changes among underachieving senior high school students in the following areas: (1) motivation toward school, (2) acceptance of self, and (3) realism of occupational and educational choice.

It was also the purpose of this investigation to help underachieving students in adjusting to their teachers, counselors, and peer group. Both the teacher and the counselors attempted to increase students' self-understanding. This project was designed to help the students involved become increasingly aware of their realistic intellectual limitations and particularly in relation to levels of aspiration.

Hypotheses

1. Underachieving high school students exposed to group counseling will not possess significantly greater academic motivation than similar students not exposed to group counseling.
2. Underachieving high school students exposed to group counseling will not make significantly greater gains in acceptance of self than similar students not exposed to group counseling.
3. Underachieving high school students exposed to group counseling will not make more realistic occupational choices than similar students not exposed to group counseling.
4. Underachieving high school students exposed to group counseling will not make more realistic educational choices than similar students not exposed to group counseling.

Definition of Terms

Group counseling

The main emphasis of group counseling as it was used in this study was to permit group members to explore their feelings and attitudes. The focus of this approach was on personal meaning. A large percentage of the group meeting time was devoted to group counseling and a lesser amount of time to group guidance.

Group guidance

Group guidance as used in this investigation refers to such activities as offering occupational and educational information, interpreting test scores without personal implications, orientation programs, and group testing. The focus of this approach was on information-giving.

Underachiever

Underachiever as used in this study refers to that student whose grade point average (grades 9 and 10), when converted to a percentile rank, was 20 or more points below his percentile rank on the Differential Aptitude Test (VR + NA).

Occupational realism

Occupational realism in the present context refers to the degree of agreement of measured intelligence and academic attainment of the group members when compared to the characteristics of persons employed in the occupation.

Educational realism

Educational realism in the present context refers to the degree of agreement of measured intelligence and academic attainment of the group members when compared to the characteristics of persons at various academic levels.

REVIEW OF LITERATURE

Introduction

Perhaps the best way to begin a review of the literature is to acquaint the reader with a definition of the focal issue. Glanz offered the following definition of group counseling:

> The establishment of a group of persons for the purpose of individual growth and development in the area of personal and emotional problem solving . . . normally employed with nonneurotic and nonpsychotic persons within a developmental or growth climate. (Glanz, 1962, p. 326)

Mahler and Caldwell proposed a definition of group counseling:

> Group counseling is a social process that deals with the developmental problems and attitudes of youth in a secure setting. The counseling content covers the common needs and interests of a great majority of the students. Examples are such topics as boy-girl relationships or how to get along with parents. (Mahler and Caldwell, 1961, p. 24)

There appears to be little doubt that group counseling is growing in popularity. Bennett offers support for the foregoing statement:

> The term group counseling has become very popular, and practices under this name have been introduced rather widely in school systems. One might almost call it an epidemic. (Bennett, 1963, p. 136)

Lifton (1961) indicated that group counseling has its major emphasis on offering group members the opportunities to explore their own feelings and attitudes. Gawrys and Brown (1965) declared that the primary objective of group counseling is to establish intra-member-counselor relationships to help members function better outside the group.

Motivation toward school

Frymier (1965) discovered that junior high school overachievers earned a significantly higher motivation-toward-school score than junior high school underachievers. This same author (Frymier, 1965) also found that students who were viewed by their teachers as being highly motivated made higher scores on the Junior Index of Motivation (JIM) Scale than students who were viewed by their teachers as being low motivated. Jeffs (1967) showed that working with junior high school students on an individualized instruction basis and involving them in group counseling during the summer months promoted positive changes in motivation toward school.

Group counseling and concept of self

Introduction. Jeffs (1967a, p. 16) pointed to the importance of student self concept in a learning environment when he stated: "Self concept may indeed be a key to the teaching-learning process. How a student views himself may have a great bearing on how and what he learns." Gowan reported that a great part of the counselor's job centers around changing childrens' self concepts:

> Get him to see that others have similar problems. Nothing does as much good to self-concept as to realize that others labor with the same difficulties and if they can succeed so can we. Nothing does so much harm as to have a problem totally unlike anyone else's. Here, of course, lies one of the freeing aspects of group therapy. The discovery that others are like himself in their problems is a powerful stimulus to self-concept change. (Gowan, 1965, p. 374)

Baymur and Patterson (1960) reported that those underachieving juniors in high school who were exposed to group counseling sessions conducted in a client-centered manner did not differ significantly at the end of the experiment from those underachieving juniors in high school who were not counseled in regard to positive changes in self concept. Muro and Ohnmacht (1966) revealed that undergraduate students who underwent group counseling experiences did not differ significantly in concept of self as measured by the Bills Index of Adjustment and Values from those undergraduate students who were not exposed to group counseling. Mezzano (1968) compared three low-motivated male high school groups for changes in self concept. One group received what Mezzano called group-individual counseling. A second group received group counseling. A third group received no counseling. No change in concept of self was found between the three groups at the termination of the investigation.

Group counseling and acceptance of self. Muro and Ohnmacht (1966) discovered that the undergraduate students in their investigation who received group counseling changed significantly over those of the non-counseled group on the self acceptance scale of the Index of Adjustment and Values. Bills, Vance, and McLean (1951) offer support for this finding. Broedel, Ohlsen, Proff, and Southard (1960) used multiple (group) counseling as a treatment method with underachieving adolescents. These researchers found significant changes in acceptance of self as well as increased acceptance of others by gifted underachievers. This group of researchers concluded, after reviewing the works of Caplan (1957), Gersten (1951), Paster (1944), Ackerman (1955) and Berman (1954), that group counseling could increase acceptance of self.

Group counseling and attitude toward self. Lodato, Sokoloff, and Schwartz (1964) used group counseling as a method of modifying attitudes in slow learners. These researchers discovered that those slow learners exposed to group counseling showed an increase in self concept as indicated by figure-drawing projectives. One conclusion reached by these investigators was that group counseling helped to change the attitudes of the junior high school students involved and enabled them to function more effectively in the school setting. Another investigation (Lodato and Sokoloff, 1963) showed through empirical evaluation that seventh and eighth grade slow learners who were active in a group counseling program made significant gains in the areas of self-confidence, social-confidence, and appropriateness of expressions of nonverbal aggressions. Caplan (1957) attempted to study group counseling within the framework of "self" psychology. The boys counseled in this project were 12-15 years of age and had records of long-term, frequent conflict with school authorities. The experimental group members met separately with their regular counselors weekly for ten 50-minute interviews. Regular individual counseling facilities were equally available to control and experimental boys during the semester. The results showed a much greater congruence between self and ideal-self for the experimental group as compared to the control group. Caplan concluded that multiple counseling is a useful technique for school counselors. Cohn and Sniffen (1962) revealed that some of those underachieving seventh grade boys who became active in a group counseling program arrived at a more realistic picture of themselves at the completion of the program. One research endeavor (Golburgh and Glanz, 1962) disclosed that significant changes occurred in the improved direction in self-ratings and on a Self-Attitude Scale for those college students who received group counseling when compared to a similar group of college students who received no counseling. Driver (1951) disclosed that high school students involved in small-group discussions showed positive changes in attitudes or skill in interpersonal relationships at the termination of the academic year.

Group counseling and attitude toward school. Lodato and Sokoloff (1963) designed group counseling for slow learners in an attempt to assist these slow-learning students in adjusting to their teachers, the curriculum, and to peers. The results indicated that the students involved showed marked improvement in their attitudes toward school work, and in their relationships with school personnel. One investigation (Lodato, Sokoloff, and Schwartz, 1964, p. 29) showed that those slow learners who were engaged in group counseling made "Positive changes in attitudes toward learning and toward authority figures . . ." Cohn and Sniffen (1962), working with low-achieving seventh grade boys, indicated that group counseling was instrumental in changing attitudes. Those boys who were actively engaged in group counseling appeared much less critical and seemed to reflect a more positive acceptance of authority after having been exposed to group counseling. Webb and Elkenbery (1964) found that students who had group counseling experience were better able to accept school authority and showed greater congruence in their identification with parents and school authority.

Baymur and Patterson (1960), using an approach to group counseling similar to that used by Cohn and Sniffen but involving high school underachievers, found no significant difference in attitudes between the counseled and non-counseled groups.

Test interpretation and attitude toward self. Lister and Ohlsen (1962) investigated the influence of test interpretation on students' self-estimates. These researchers discovered that students of grade levels five, seven, nine, and eleven improved the accuracy of their self-estimates (improved congruency between self-estimates and test-estimates) following test interpretation, and that most students maintained a significantly more accurate self-estimate over a two month period of time following test interpretation. Wright (1963) compared two methods of offering test interpretations to university freshmen. The first group received test interpretation interviews on an individual basis (individual counseling); a second group received similar interviews in small groups (group counseling); a third group (control group) received no interview (no counseling). Significantly greater gains were made by both experimental groups than by the control group on accuracy of student self ratings.

Lister and Ohlsen (1965) exposed 380 pupils in grades five, seven, nine, and eleven to orientation-to-testing sessions and compared their accuracy of self-estimates to a group of 407 comparable pupils who did not receive the orientation-to-testing program. No significant differences between experimental and control groups in accuracy of self-estimates were discovered.

Group counseling and vocational choice

Berdie (1954) offered vocational and educational counseling to a group of college students in an attempt to increase their accuracy in appraising their vocational interests, probable college achievement, college aptitude, and personality characteristics. The men improved in accuracy of estimate of probable college achievement and of vocational interests.

Hewer (1959) reported that college students receiving group counseling, individual counseling, or a class in vocations showed no definite change in realism of vocational choice from pre- to posttesting. An investigation by Wright (1963) supported Hewer's findings.

Group counseling and achievement

Baymur and Patterson (1960) discovered that individual and group counseling promoted higher achievement among under-achieving high school students. Another group of researchers (Broedel, et al, 1960), testing the effects of group counseling on gifted underachieving adolescents, found positive changes in achievement test scores following counseling. Mezzano (1968) offered group counseling to low-motivated male high school students and discovered that those students involved in group counseling had observably larger grade point averages ten weeks following the completion of the experiment than similar students not exposed to group counseling. McCowan (1968) reported that brief contact counseling had a positive effect on the achievement of low-ability, low-achieving eighth, ninth, and tenth grade males.

Mink (1964) developed a project to determine the effectiveness of multiple counseling as a guidance tool in stimulating academic achievement among talented underachieving adolescents. A one-year follow-up of the achievement of the counseled and non-counseled groups as measured by teacher grades indicated no significant changes.

Counseling and test interpretation

Beymer (1963) pointed to the value of using test profiles in the communication of the meaning of test results. This same author (Beymer, 1965, p. 21) concluded that "Certainly the preparation of accurate and honest test profiles is an invaluable aid in communicating the real meaning of test results to students, teachers, and parents." Wright (1963) supported the use of multiple counseling as an effective approach for disseminating and interpreting test information.

Goldman, however, offered the following admonition concerning the use of test scores in counseling:

> Unless there is substantial basis for concluding that norms for two different tests are very similar both in central tendency and dispersion, it is probably wiser not to place the scores on a signle profile sheet. (Goldman, 1961, pp. 390-391)

Occupational aspiration and other variables

Introduction. A number of investigators have concerned themselves with the problem of realism of students' occupational choices. Fryer (1931), Carter (1944), and Korner (1946) concluded from their literature reviews that students were choosing occupations unrealistically. Roper (1942) found that the great majority of high school students look forward to better educational, financial, and occupational opportunities than they will get. Studies by Lawrence (1950) and Seidman (1954) reveal that many more adolescents aspire to prestigeful occupations than expect to enter these occupations.

Occupational aspiration and intelligence. Wilson (1959) pointed to the influence of intelligence regarding occupational aspirations among high school boys. Bradley (1943) inferred from his study of high school and college students that the higher the intellectual level the greater is the likelihood that the student will choose a professional career. Barnett, _et al_ (1952) found intelligence and occupational aspirations of high school boys to be highly related. Haller and Miller (1963), studying high school boys, discovered a correlation between I.Q. and occupational aspiration of .45. Jeffs (1962) found similar results while studying junior high school boys.

Occupational aspiration and achievement. Barnett, Handelsman, Stewart and Super (1952) found among junior and senior high school students a high relationship between level of occupational aspiration and academic achievement. A study involving 17-year-old boys (Haller and Miller, 1963) disclosed a relationship between occupational aspiration and achievement (grade point average) of .50.

Educational aspiration and other variables

Introduction. Data related to the educational aspirations of tenth grade Clark High School students have been collected for a period of three successive years. There appears to be a consistent trend of unrealistic educational goal selection. Tenth grade Clark High School students have consistently established educational goals somewhat beyond their capabilities.

Educational aspiration and intelligence. Haller and Straus (1957) discovered that high school seniors possessing high intelligence also generally possessed a high level of educational aspiration. A study involving male high school seniors (Crowley, 1959) disclosed that students who rated high in intelligence wished to go to college and graduate school. Wilson (1959) showed that intelligence is an influencing factor in educational aspiration. Haller and Miller (1963) reported a correlation of .41 between high school boys' intellectual level and educational aspirations. Jeffs (1962) found a positive relationship between junior high school students' intellectual level and educational goals.

Educational aspiration and achievement. One investigation (Wilson, 1959) revealed that high school boys achieving highest grades possessed higher educational aspirations than high school boys achieving lesser grades. Pierce and Bowman (1960), studying tenth and twelfth grade boys, found the high-achievers to possess significantly higher educational goals than low-achievers. A correlation of .53 between educational aspiration and achievement was found by Haller and Miller (1963), while studying senior high school boys.

Acceptance of self and acceptance of others

Kipnis (1961), to examine the effects of interpersonal perception on self-evaluations, employed 87 male students living together in a university dormitory as subjects. Self-evaluations of their own personality traits were examined in relation to their perception of best friends. Kipnis concluded that self-evaluations were formulated through comparison between the self and others, and individuals tended to perceive smaller differences between themselves and their best friends than between themselves and a least liked roommate. Stock (1949) found that adults who have negative feelings toward themselves tend to have negative feelings toward others. As an individual's feelings about himself changes to positive, feelings about others change in a similar direction. Scheerer (1949) found a definite correlation between acceptance of and respect for self and acceptance of and respect for other people. A similar finding was revealed by Phillips (1951) and Berger (1952).

The substantial relationship between acceptance of self and acceptance of others has also been demonstrated by the theoretical concepts of Adler (1921) who contended that "a tendency to disparage" arose out of inferiority feelings; of Fromm (1939, 1947) who emphasized that self-love and love of others should go hand in hand; of Horney (1937, 1939) who stated that the person who did not believe himself lovable is unable to love others; and of Rogers (1951) who proposed that a person's understanding and acceptance of himself would lead to greater understanding and more acceptance of others as separate individuals.

Summary

A review of the literature revealed that group counseling may, indeed, be an effective way to promote greater motivation toward school, more positive attitudes toward self and others, more realistic occupational and/or educational choices, and greater academic achievement.

METHOD

Student Selection

Population. The population used for the current investigation included the entire student body of the Ed W. Clark High School, Las Vegas, Nevada. The Clark High School student enrollment approaches 2100.

Sample. The students involved in this study were placed in "low track" classes because of poor achievement. These students were selected for the group counseling project because of a notable short attention span, poor achievement, and lethargy toward learning. The "underachiever," as defined in this study, consists of those students whose grade point average when converted to a percentile rank is 20 or more points below his percentile rank on the Differential Aptitude Test. The fact that it was necessary to select two classroom groups intact made it impossible to apply the foregoing description of an "underachiever" in every instance; however, the description was applicable in 80 percent of the cases. Table 1 will offer the reader a breakdown of numbers and sex of students in the two classes when the program began and when it terminated. It is apparent that attrition was rather severe.

Counseled or experimental group. The students selected for the counseled (experimental) group consisted of those eleventh grade students receiving instruction in U.S. History from Mr. George Mills during the fourth period of each school day of the 1967-68 academic year. The members of this group were generally classed as "underachievers" as previously described. One major reason for selecting this particular group of underachievers was that the teacher of this group consented to become a member of an inservice teacher training program designed to promote the affective skills of the teacher. Most of the hypotheses of this project are affective in classification. Table 2 will afford the reader a comparison of pre-test measures of the counseled (experimental) and non-counseled (control) groups involved in this study. It is apparent that the groups are quite similar.

Table 1. Number and sex of students in counseled and non-counseled groups at the beginning and termination of the program

	Group	
	Counseled	Non-Counseled
Beginning of program		
BOYS:	20	14
GIRLS:	14	13
Total:	34	27
Termination of program		
BOYS:	15	9
GIRLS:	8	11
Total:	23	20

Table 2. Comparison of intelligence, occupational and educational aspirations, academic motivation, acceptance of self, and grade point average for counseled and non-counseled groups, pre-test

Group	N	I.Q.	Occupational Aspiration	Educational Aspiration	Academic Motivation	Self Accept	GPA
Counseled	34	101.68	42.26	29.39	104.52	135.00	1.28
Non-Counseled	27	100.24	43.67	28.29	110.25	144.46	1.14
Clark HS Norms		103.11	46.14	29.88	121.59 (boys)		2.07
National Norms		100.00	37.00 (boys)		126.00	142.74	2.00

Non-counseled or control group. The students selected for the non-counseled or control group consisted of those eleventh grade students receiving instruction in U.S. History from a male teacher at Clark High School who taught under the same philosophical framework as the teacher of the counseled (experimental) group. The non-counseled or control group members also received instruction during the fourth period of each school day of the 1967-68 academic year. Table 2 will offer the reader a comparison of pre-test measures of the counseled (experimental) and non-counseled (control) groups involved in this study.

Instruments

Junior Index of Motivation (JIM)

The Junior Index of Motivation (JIM) Scale was developed at The Ohio State University by Jack R. Frymier. The JIM Scale was designed to measure academic motivation. This instrument may be used for assessing motivation toward school with students in grades seven through twelve. Frymier (1965, p. 10) offers limited information related to validity: ". . . the validity of the JIM Scale as a measure of academic motivation appears to be supported." Reliability coefficients (split half corrected and test-retest) range from .67 to .83 (Frymier, 1966).

Index of Adjustment and Values (IAV)

The measure for self acceptance used in the current study was the Index of Adjustment and Values (IAV), authored by Robert E. Bills

(Bills, Vance, and McLean, 1951). The initial form, the Adult Index, was published in 1951 and since that time a considerable amount of research has been undertaken on it and subsequent forms (Borg, 1964).

The Adult Index of the IAV consists of 49 adjectives which were selected from Allport and Odbert's list of 17,953 trait words. As the manual attests, the Adult Index has been established as a reliable and useful measure of an individual's acceptance of self, beliefs about other people's acceptance of themselves, and discrepancies between self and ideal-self concepts. Below the twelfth grade, however, the Adult Index was found to be inappropriate due to the essential differences in the abstract conceptual ability of eleventh and twelfth grade individuals. Hence, other forms of the Index were developed in 1957 for use at lower academic levels: the Elementary School Form for grades 3, 4, and 5; the Junior High School Form for grades 6, 7, and 8; and the High School Form for grades 9, 10, and 11.

The present investigation employed only the High School Form of the IAV (HIAV). Reliability coefficients reported by Bills are relatively high. Bills reported corrected split-half reliabilities on the "Self" Form of the High School Index of Adjustment and Values ranging from .76 to .94. Bills also reported the mean self acceptance score to be 142.74, while the standard deviation for self acceptance was 21.40 (Manual, undated).

The Occupational Aspiration Scale (OAS)

The instrument employed in this study for the purpose of investigating the occupational aspirations of the boys involved was the Occupational Aspiration Scale (OAS), revision 1, 1961, authored by Archibald O. Haller.

The OAS consists of eight forced-choice questions regarding job preference. This instrument is designed to estimate the occupational prestige level sought by the subject while minimizing the non-prestige effects of his particular occupational choice. The examinee is required to select from 10 ranked occupational alternatives one for each question. The scores for rating the alternatives in each of the eight questions were drawn systematically from the entire range of the North-Hatt occupational prestige continuum (Haller, 1958).

The following information concerning an analysis of responses to the OAS is offered by Haller and Miller:

> 1. The rate of non-responses and unusable responses is less than one percent.
> 2. The mean score is approximately 37 points.
> 3. The standard deviation of the scores is approximately 11.5-13.0 points.
> 4. The split-half reliability is about r=.80, when corrected for attenuation.
> 5. The test-retest reliability coefficients, measured on equivalent forms administered 10 weeks apart, is r=.62. (Haller and Miller, 1961, p. 134)

The mean OAS score for Clark High School males is 45.46 with a standard deviation of 10.88.

Occupational Aspiration Scale for Females (OASF)

The instrument employed in this study for the purpose of investigating the occupational aspirations of the girls involved was the *Occupational Aspiration Scale for Females* (OASF) authored by George A. Jeffs in 1966. The OASF is patterned after the OAS and is administered and scored the same way. No reliability or validity data are offered for the OASF. The instrument may be administered to girls in grades nine through twelve. The mean OASF score for Clark High School females is 46.82 with a standard deviation of 8.24.

Educational Aspiration Scale (EAS)

The instrument employed in this investigation for the purpose of obtaining the educational aspirations of the students involved was the Educational Aspiration Scale (EAS) authored by George A. Jeffs in 1962. The EAS consists of eight forced-choice questions related to educational goals. Scores range from 8 to 40. Biserial correlations resulting from an item analysis range from .38 to .78 (Jeffs, 1962). The instrument may be administed to students in grades seven through twelve. The mean score for Clark High School students is 31.31 with a standard deviation of 6.12 for boys and 28.43 with a standard deviation of 6.13 for girls.

Procedure

The project was initiated with the selection of a group of students who would be exposed to group counseling, the experimental group. The reader is referred to the section of this paper related to student selection. It has been established that the intact classroom which would serve as the experimental group consisted of those eleventh grade students receiving instruction in U.S. History during the fourth class period of the day from Mr. George Mills. Project Counselors, Mr. Larry Lochridge and Mr. Robert Wilcox, offered brief presentations to the experimental group centering on occupational and/or educational goal consideration and selection. Counselor presentations gave the students in the experimental group an opportunity to see and hear each counselor and thus to become somewhat acquainted with each counselor. Approximately one week later, the latter part of September, 1967, Mr. Mills, Project

Teacher, requested that each student select one of the counselors as his or her group counselor. The students selecting either Mr. Lochridge or Mr. Wilcox totaled approximately the same number. The Project, then, began with two groups. Initially, the groups met twice each week for about 40 minutes each meeting. The groups were considered too large for effective counseling and to permit the verbal interaction desired. The two groups were subsequently divided into four groups. Each counselor met both of his assigned groups once each week. Thus, each counselor conducted two group counseling sessions each week. Mr. Lochridge began with 18 students, which he subdivided into two groups of nine students each. Mr. Wilcox began with 16 students, which he subdivided into two groups of eight students each. The control (non-counseled) group initially numbered 27. Attrition reduced the original number of students and the Project terminated with the following number of students:

Mr. Lochridge, 13 students
Mr. Wilcox, 10 students
Control (non-counseled) group, 20 students

When first approached, the students were told that they would be involved in small groups in order to discuss their interests and test scores, as well as their vocational and educational choices. The beginning sessions were used to allow the students to talk about their feelings and interests. It was felt by the Counselors and Project Director that the initial meetings should center on establishing rapport between the Counselor and group members and between group members. Peer interaction was encouraged by the Counselors in an attempt to develop positive membership relations. The Clark High School student profile approach was employed to offer students a "profile" of their test scores--

grade point average, intellectual level, occupational aspiration, educational aspiration, aptitudes, achievement, and attitude toward school. The Clark High School student profile approach to counseling is an approach designed to offer students data for self-evaluation.

The Project Counselors and Project Director discussed possible themes for counseling sessions and generally agreed upon the following:

1. Personal development and occupational choice.
2. Personal development and educational choice.
3. Personal development and concept of self.
4. Personal development and acceptance of self.
5. General interpretation of profile.
6. Relationship of occupational and educational aspirations.
7. Relationship of occupational aspiration and achievement.
8. Relationship of occupational aspiration and aptitudes.
9. Relationship of occupational aspiration and attitude.
10. Relationship of educational aspiration and achievement.
11. Relationship of educational aspiration and aptitudes.
12. Relationship of educational aspiration and attitude.
13. What is scholastic aptitude?
14. Administer, score, interpret, discuss Kuder Interest Inventory.
15. Relationship of interests and occupational aspiration.
16. Relationship of interests and educational aspiration.
17. Relationship of interests and attitudes.
18. Relationship of occupational aspiration and curricular pursuit.
19. Relationship of educational aspiration and curricular pursuit.

20. Exploration of entrance requirements for post high school education.

Each group experienced approximately 25 counseling sessions. The reader is referred to the appendix of this paper for counselor's reports of each group session.

RESULTS

Academic Motivation

The "t" value achieved by comparing pre-test means for motivation toward school of counseled and non-counseled students (.90) did not reach a significant level. A test for the significance of the difference between pre-test standard deviations of counseled and non-counseled groups (1.18) also failed to reach a significant level. Analysis of variance was used to assess posttest differences between mean academic motivation scores for counseled and non-counseled students rather than analysis of covariance because pre-test means and standard deviations did not prove to be significantly different. Table 3 will show the reader that the final mean academic motivation scores for the counseled and non-counseled groups did not differ significantly.

Table 3. F ratio, posttest mean academic motivation scores, counseled and non-counseled groups

Source of variance	Degrees of Freedom	Sum or Squares	Mean Square	F
Between	1	500.44	500.44	
Within	37	20033.92	541.46	.92*

* not significant

Mean pre-test academic motivation scores for counseled and non-counseled groups reached 104.52 and 110.25 respectively. Both means reflect limited motivation toward school. The mean posttest academic motivation scores for counseled and non-counseled groups proved to be

111.78 and 104.50 respectively. The counseled group made advancement in academic motivation during the year while the non-counseled group regressed in academic motivation during this same period of time. Frymier (1966) indicated that the mean JIM Scale score for eleventh grade boys is 121.87, while the mean JIM Scale score for eleventh grade girls is 130.78. The reader will note that although the counseled group possessed a higher posttest academic motivation mean than the non-counseled group, both groups are somewhat below what might be termed "average academic motivation." This result may be interpreted to mean that the motivational level reached by the counseled group leaves something to be desired. The hypothesis must be accepted.

Acceptance of Self

An analysis of the data indicated that the scores of the counseled group changed significantly over those of the non-counseled group on the self acceptance scale of the Index of Adjustment and Values. The direction of the score change for the counseled students was positive. That is, those students who received group counseling became more self accepting from pre- to posttesting. Table 4 shows that the value of z when corrected for ties reached a significant level ($p < .05$).

Table 4. Mann-Whitney U Test for comparison of change scores between pre- and post-measures of counseled and non-counseled high school students on the IAV, self acceptance scale

Groups	Instrument used to determine change scores	z value	p
Counseled Ss vs Non-counseled Ss	IAV Self Acceptance Scale	2.08	$< .05$

Mean pre-test self acceptance scores for counseled and non-counseled groups were 135.00 and 144.46 respectively. Mean posttest self acceptance scores for counseled and non-counseled groups reached 143.96 and 147.10 respectively. Bills (Manual, undated) reported that the mean self acceptance score for high school students is 142.74. It may be seen that the counseled group advanced from a "below average acceptance of self" to an "average acceptance of self." It may also be seen that the non-counseled group advanced from "slightly above average acceptance of self" to "above average acceptance of self." The results of this investigation revealed that the counseled group made a significant change in mean self acceptance scores when compared to the gain made by the non-counseled group. The hypothesis must be rejected.

Occupational Aspiration

The "t" value obtained by comparing pre-test occupational aspiration means of counseled and non-counseled students (.59) was not large enough to represent a significant difference. A test for the significance of the difference between pre-test standard deviations of these two groups (1.11) was also not large enough to be considered significantly different. Analysis of variance was used to compare the posttest differences between mean occupational aspiration scores for counseled and non-counseled students because the pre-test occupational aspiration means and standard deviations proved to be much the same. Table 5 will show the reader that when posttest occupational aspiration means were treated with analysis of variance, a difference of significant magnitude appeared.

Pre-test mean occupational aspiration scores were 42.26 and 43.67 for counseled and non-counseled groups respectively. The only national occupational aspiration norms available were reported by Haller and Miller (1963) for boys. The mean occupational aspiration score for boys reported by Haller and Miller reached 37.00. One can immediately realize that the pre-test occupational aspiration scores obtained in this investigation were somewhat above the national average. Posttest mean occupational aspiration scores were 38.30 and 50.30 for counseled and non-counseled groups respectively. The counseled group appeared at the termination of the project to be selecting occupational goals more in accord with their potential or more realistically, while the reverse was true of the non-counseled group. The hypothesis must be rejected.

Table 5. F ratio, posttest mean occupational aspiration scores, counseled and non-counseled groups

Source of variance	Degrees of Freedom	Sum of Squares	Mean Square	F
Between	1	1539.34	1539.34	
Within	41	3496.07	85.27	18.05*

* p <.01

Educational Aspiration

The "t" value obtained by comparing pre-test educational aspiration means of counseled and non-counseled students (.72) was not of such magnitude to indicate that the means were significantly different. A test for the significance of the difference between pre-test standard deviations of the two groups (1.07) was too small to be considered significant. Since the differences between the two groups in pre-test data related to educational aspiration did not prove greatly different, analysis of variance was used to assess the differences between posttest educational aspirations. Table 6 will show the reader that posttest mean educational aspiration scores for the counseled and non-counseled groups did prove to be significantly different.

Table 6. F ratio, posttest mean educational aspiration scores, counseled and non-counseled groups

Source of variance	Degrees of Freedom	Sum of Squares	Mean Square	F
Between	1	219.77	219.77	
Within	41	931.67	22.72	9.67*

* $p < .01$

Mean posttest educational aspiration scores for counseled and non-counseled groups were 26.22 and 30.75 respectively. Although the difference in educational aspirations between the two groups was significant, the reader should realize that both groups harbored unrealistic educational aspirations. The educational aspiration scores from pre- to posttesting for the counseled group was 29.39 to 26.22. It is apparent that the counseled group selected more appropriate or more realistic educational goals after being exposed to group counseling. The degree of realism, however, even after group counseling was not in accord with the students' potential or lack of potential. The following meanings of educational aspiration scores might help the reader to interpret the reported educational aspirations:

Educational Aspiration Score	Approximate Educational Goals
8	Graduate from high school
12	Very limited education beyond graduation from high school
16	Education beyond graduation from high school but not including college; technical or business schools for example
20	One year of college
24	Two years of college
28	Three years of college
32	Four years of college
36	Graduate school
40	Professional school

The reader will note that the posttest educational aspiration scores for the counseled group (26.22) indicated that these students reported that they wished to attend somewhat over two years of college. The intellectual level of this group (101.68) makes the achievement of such educational goals somewhat unlikely, but most certainly not impossible. The fact remains that the counseled group remained at the termination of the group counseling program still somewhat unrealistic in educational aspiration.

The non-counseled group advanced their educational aspirations from a pre-test mean of 28.29 to a posttest mean of 30.75. Both educational aspiration means must be considered unrealistic because the non-counseled group intellectual level mean was 100.24 and it is probable that to successfully complete three or more years of college requires more than "average" academic aptitude.

Group counseling appears to have been instrumental in promoting more realistic educational aspirations, but the degree of realism reached was not satisfactory. The hypothesis must be rejected.

SUMMARY

Twenty-three eleventh grade underachievers were exposed to group counseling sessions once each week for a period of about eight months during the 1967-68 academic year. The purpose of the investigation was to determine if group counseling could produce changes among underachievers in motivation toward school, acceptance of self, and realism of occupational and educational aspirations. The groups met once a week for a total of approximately 25 meetings. Four hypotheses were proposed and tested:

1. Underachieving high school students exposed to group counseling will not possess significantly greater academic motivation than similar students not exposed to group counseling.

No significant difference in academic motivation scores between the counseled and non-counseled groups was found. The hypothesis must be accepted.

2. Underachieving high school students exposed to group counseling will not make significantly greater gains in acceptance of self than similar students not exposed to group counseling.

The results of this investigation revealed that the counseled group made a significant change in mean self acceptance score when compared to the gain made in self acceptance by the non-counseled group. The hypothesis must be rejected.

3. Underachieving high school students exposed to group counseling will not make more realistic occupational choices than similar students not exposed to group counseling.

The counseled group at the termination of the program was selecting occupational goals more in accord with their potential or more realistically, while the reverse was true of the non-counseled group. The hypothesis must be rejected.

4. Underachieving high school students exposed to group counseling will not make more realistic educational choices than similar students not exposed to group counseling.

The counseled group at the termination of the program was selecting educational goals more in accord with their potential or more realistically, while the reverse was true of the non-counseled group. The hypothesis must be rejected.

It may be concluded that group counseling might well promote more positive student acceptance of self as well as greater realism in occupational and educational goal selection.

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APPENDIX

October 17, 1967

GROUP
COUNSELING

SESSION
1

Larry
Lochridge

The initial meeting of the students for group counseling was held in Mr. Mills' room. (The primary purpose of meeting the class was to encourage their participation in group counseling on a voluntary basis and not a forced situation). We talked about the profile that most of the students had last year and how we would go over this in the group counseling discussing each of the areas in more depth. Also, we talked about other things that we might do. One student mentioned the Kuder Interest Inventory and we discussed this and the fact that we could take tests like it in the group and go over the results.

They asked which counselor they would have and if they could have their choice. It was decided that they could choose which counselor they wanted if they had a preference. If they did not have a preference then we would appoint them to one group or the other.

I felt that the initial response in the group was fairly positive. Initially they were somewhat hesitant, but after a little while they started to respond and I felt that the majority of the students were positively interested in being involved in the group.

October 25, 1967

GROUP COUNSELING

SESSION
2

Larry
Lochridge

The class was broken down into two groups with Mr. Wilcox taking his group to one conference room and myself taking a group to Mr. Beitz's conference room. There were thirteen students participating in my group.

Initially the students were somewhat hesitant to talk, were somewhat giggly and so forth.

The session was opened by my posing a question for the group in which I asked them if they wanted to have the group be counselor controlled, in which the counselor would talk to them and they would sit there and listen, or if they wanted to have it student controlled in which they would talk and discuss the issues and problems that they wanted to talk about. The students didn't respond too readily to this. A couple of students commented that they wanted to be able to talk about any problems that arose and the rest of the group just sort of went along with their opinions. Then they threw the ball back to myself and said; What's a question, ask us a question. So we started talking about terms that would appear in the profile. The first term that we talked about was scholastic aptitude. I asked them to talk about what scholastic aptitude meant to them. The interchange became a little more involved here, several of them have opinions. Some felt it was achievement, others felt that it was what we could do. When I included the word test, one of them said; "Well this would be your IQ". So that, the students have a fair idea of what scholastic aptitude would mean. Then we started discussing aptitude in general as related to differential aptitude tests and trying to distinguish the difference between scholastic aptitude as related to class work and aptitude in related areas to strong interests such as, mechanical aptitude. It was at this point that the group diverged into expressing an issue which evidently is upper most, or very present in their minds, especially with regard to the boys. They sort of brought out the idea of, what did it matter what they wanted to do as long as there is fighting in Viet Nam.

Next the group progressed to a discussion of the situation in Viet Nam and whether we should go in and drop the bomb and get the war over this way, or whether we should withdraw from the situation. There was quite a heated discussion with arguments both ways. The discussion was led by the boys in this area, the girls did not actively participate.

To summarize this session: It is my feeling that the group came a long ways with regard to establishing a feeling that they could discuss topics so that there is a certain amount of rapport being developed here. The group was too large for involvement of all the people in the group and it appeared that the group was somewhat dominated by a few members. While there is some indication of a knowledge of the materials that we are going to discuss, still there is a great deal of misunderstanding and misconceptions as to what achievement and aptitude and its relation to school and the world of work really amount to. The fact that the students seemed to present somewhat fatalistic point of view would point up somewhat an imature attitude. The next session we will try to pursue this area a little more in depths as we will be discussing occupational and educational aspirations and what the meaning of aspiration is.

October 31, 1967

GROUP COUNSELING | SESSION # 3 | Larry Lochridge

Students were shown flim strips on "How To Take Notes" and "Studying At Home".

A brief discussion was held following each film strip.

November 1, 1967

GROUP COUNSELING | SESSION # 4 | Larry Lochridge

Today's group discussed the issue of, "what do we mean by aspiration?" Their difinition included such words as desire and wants. The interchange was pretty good in this area. They seemed to discuss it fairly well. It then broke down into a discussion of education and what do we mean by education. Some of them said that you could receive an education without going to school, that the parents could give you an education or a person might learn by themselves. The final area that was discussed had to do with needs. One of the most important needs they seemed to feel was money. We discussed womewhat whether money was the most important or if there were other needs that might be equally or more important then the need for money.
My observations at this point are:

1. The group is too large, there were too many people in the group not involved.

2. They became engaged in side conversations rather than being included in the group.

November 8. 1967

GROUP COUNSELING

SESSION
#5

Larry Lochridge

Today the group was divided into two small groups

Group A: The group was approached with the idea of Mr. Beitz visiting as an observer. Their first reaction was that they would ask him questions to problems that they have. After clarification we than talked about the fact that they might discuss problems without directing them towards him. The main issue that we discussed was detention, and the reasons and problems involved with this. This group did not stay on the discussion of detention very long. They also talked about teachers and in general the roll of the dean. They talked about the school dress and anything in authority in general. This group in general exhibited much more of an open rebelliousness towards adults and authority.

Group B: Again we approached the question of Mr. Beitz assisting our group. This group is much more reserved. They discussed the issue of detention and tardys in a great deal of depth and remained on this issue throughout the whole period. In general they expressed some very good insight. They had one suggestion that students be required to write a theme before going to detention. They felt the detention, many times was just a waste of time. If the student did not write the theme then he should have to go to detention. At least they showed some signs of thinking.

General observations: I felt that the groups were improved by breaking them into smaller numbers. That I had students participate today that never had much chance to participate inthe larger groups.

November 28, 1967

GROUP A
COUNSELING

SESSION
6

Larry
Lochridge

It was apparent that the two week layoff of sessions had some effect upon the reaction of the students. They had difficulty establishing any topic that they wanted to discuss. There were several differences in the group that had not appeared previously.

1. We had two girls that wanted to carry on their own conversation ignoring the group in general.
2. Several of the group would interrupt as other students were trying to express their point of view.

In general I felt the session was spent primarily in re-establishing some of the rapport which had been previously maintained within the group.

November 29, 1967

GROUP B
COUNSELING

SESSION
6

Larry
Lochridge

The group today consisted of only three students as we have a number absent. This group showed some of the same lag that the previous days group showed due to the two week layoff, although they responded a little faster and did become a little more involved in some critical thinking. We discussed some ideas along the lines of job responsibility and assuming initiative. These points were brought out with regard to the work situation when a person is working on a job and is thinking of working for a promotion what types of things are expected of him. Does he have to be a responsible person and so forth.

In general the group was not as receptive as previously but the gap was not as serious as the previous days.

December 5, 1967

GROUP A
COUNSELING

SESSION
7

Larry
Lochridge

The group was very responsive today. We used the profile for the first time, and they were very curious and interested in discussing the grades and what they meant, the little marks and so forth. So, we spent some time talking about what the marks meant, what their grade point average was and talking. Some of them mentioned "well I can do better than that". The group used this somewhat as a point to start from. Then they would go into discussions of other areas and points. For example:

They were discussing whether they should get married, and whather it was more important that a boy get a better education than a girl. They seemed to feel that while girls didn't necessarily have to work, that girls today do work and usually it is for the improvement of the family, if they are married.

We discussed briefly what scholastic aptitude meant and the relationship between it and grades, but not at very great depth. I did not feel that the group was ready for it at this time. We also discussed briefly the marks on occupational and educational aspirations again. This was fairly brief and I feel that we will come back to this and discuss it probably at more depth at a later time.

In general I felt that the group was very receptive. They discussed the points quite well, diverging onto topics at time, but still a great deal of insight I felt was gained and in general the rapport was greatly improved.

December 12, 1967

GROUP B
COUNSELING

SESSION
7

Larry
Lochridge

Only three members were present. They were given their profiles and we started discussing the items and what they meant in the profile. This group is so much down to the business at hand that they wanted to continue on with each item. They did not care to spend time in discussing. They wanted to go on as fast and rapidly as possible. I felt that I had to hold them back a little in covering the materials and tried to get discussion of the different points. So that during this session we discussed grades, scholastic aptitude, occupational aspirations, educational aspirations and briefly we started into the aptitudes.

In general the group was not too responsive, much more matter of fact and down to business in their manner.

December 13, 1967

GROUP
COUNSELING
A & B

SESSION
8

Larry
Lochridge

By combiningthe two groups today I had seven students available. Since this was a combined group I decided not to continue with the profile information and opened the group up for discussion. The group was very threatened at first, they seemed to feel that I should lead them and give them topics to discuss. To begin with, I gave them a topic to discuss of what they thought of the group. Whether they enjoyed it, what they liked about it, or disliked about it. The comments were practically nil. The only statements that seemed to come out of this part of it was that they did like the group counseling and the reason given - they were given a chance to talk about anything they wanted to. Which seemed to be a contrast with the group at the time, since they still wanted me to structure it.

Finally they did get started talking, discussing various things but the group as a whole was not too successful in obtaining any insights. They were interested in discussing a little about what the two groups were discussing separately and they were surprised to find out that they were covering somewhat the same topics in their groups. It did seem, in this session, they had one or two in the group that they would get on and sort of pick away at them. This is the first time this type of reaction has happened in the group. If used in the proper way it can be beneficial. In the session today it is doubtful whether it was beneficial or detrimental.

December 18, 1967

GROUP A
COUNSELING

SESSION
9

Larry
Lochridge

We had a mixed opinion in the group today as to whether we should use the profile and talk about them or not. Half of the group had previously seen the profile and half had not. In order to bring up the students who had not seen their profile I had the students explain to them in their own words the part of the profile on the grades, scholastic aptitude tests and occupational and educational aspirations. In going over it, I felt that the students went into a little more depth than they had previously and it appeared there was some insight gained.

As a whole the group was somewhat reserved sticking pretty much to the topic rather than going off on a multitude of topics as many times they do.

December 19, 1967

GROUP B
COUNSELING

SESSION
9

Larry
Lochridge

This group also had some students who had not seen their profile previously and so the students who had seen their profile interpreted the materials on the grades, scholastic aptitude and occupational and educational aspirations. The topic was pretty well dominated by one student although others, I am sure, were listening and participated occasionally. They got on the topic of what a person could do if he quit high school and how could he finish his high school education, and they talked about completing high school education through military service. How a person went into officers training and if to become an officer you needed a college degree, and a number of topics like this.

I felt there was a great deal of valuable information involved and felt the group as a whole benefited greatly.

January 2, 1968

GROUP A
COUNSELING

SESSION
10

Larry
Lochridge

After a long vacation the group did not feel that they wanted to discuss the profile any further today. So we opened up the discussion of the group to any topic that they cared to talk about. Generally the discussion revolved around boy-girl relationships and the question of early marriage, when it was a question of having to get married because of a baby and whether this was a good idea or not. Also, dating and the problems involved were somewhat discussed.

While the conversation was pretty well dominated by one student, in general I felt the group was interested in the topic and seemed to enjoy being able to talk about it and I felt that some insights were gained into the problems involved in dating and the relationships between high school boys and girls.

January 5, 1968

GROUP
COUNSELING
A & B

SESSION
11

Larry
Lochridge

Today there were such a large number of students absent that I combined the two groups together giving me five students altogether. Primarily the time was spent building raport.

The students were allowed to talk about things in general and it was interesting to listen to their discussion about typical teenage activities which really are not very important or are immaterial.

In general it was primarily just a talking session for the kids. Nothing of any great depth was accomplished.

January 8, 1968

GROUP B
COUNSELING

SESSION
12

Larry
Lochridge

The group today was interested in talking about school and tests since the semester tests are being taken this week. They first expressed their feelings about the test schedule, which they, in general, did not like. They thought that the school should have shortened days and only take tests in classes and then go home. (Similar to the schedule that we used last year.) Then they followed this up and started talking about our program here and comparing it with other schools. The students, in general, were in favor of the program here at Clark High School. They felt that it was not perfect but liked the way most of the things were done. We talked more at length about what was not right and what could be done to improve it. They felt that in some classes 70 minutes was too long, but in other classes, like shop, that 70 minutes was really good. In fact, in some cases they could use even more time.

It is interesting the way this group stays pretty much to the point of what is being discussed. Usually students in this type of situation would get off on discussing teachers and who they like and do not like. This group remains pretty much on the topic of the school in general rather than breaking it down to individual teachers and their feelings about them.

I felt this group made some good observations and, in general did some good clear thinking.

January 24, 1968

GROUP
COUNSELING
A & B

SESSION
13

Larry
Lochridge

As we had previously discussed in session #12 we started taking the Kuder Vocational Interest Inventory today. We had a shortened period and will continue on with the test next session.

January 15, 1968

GROUP A
COUNSELING

SESSION
12

Larry
Lochridge

The group today was very interested in discussing several problems. Again, they wanted to discuss the role of disciplinarians in the school and they feel some of the things are handled in an improper manner.
Example: The dean lets some students get away with things that other students cannot. They felt that the punishment should be consistant regardless. They also felt that the students were not given a chance to express themselves, they were wrong immediately without being given a chance to tell why they were in there.

They went from this topic to a discussion of students using drugs such as LSD and smoking marijuana. We talked about what and why students do this. They felt that a lot of the information experts put out about marijuana leading to the use of herion is not necessarily true. They felt that some students would try marijuana for the kicks of it, but that usually they would not go on beyond this. Several of them seemed very concerned about the use of LSD and the recent story about the students loosing their eyesight because of it. They talked about this several times, they were somewhat excited because this might happen and this seemed to be somewhat of a deterant in using LSD.

It did not appear from the discussion that any of the students had actually used either of these drugs themselves. Although, they then went into a discussion of drinking and it was evident that a number of the students had drunk excessively, to the point of being drunk. They talked about what happened when they got home and how their parents reacted to this.

What we really got out of this discussion was the fact that students and adults had a right to make certain decisions, but when they made the decisions they had to be willing to live with it and maybe suffer the consequences if the decision was not a good one.

In summarizing the session I tied this in with maybe the same thing was true with making decisions as to educational and occupational opportunities. To help them in making a better decision we talked about taking the Kuder Vocational Interest Inventory. We decided that in the next session we would probably take the Kuder.

January 30, 1968

GROUP A
COUNSELING

SESSION
14

Larry
Lochridge

As the students had been taking a test in class it was decided not to continue testing in the group session and instead let them sit and talk. They were ready to talk and got off on a discussion of fighting. They spent practically the whole time talking about how you would get involved in fights and how you can avoid getting involved in fights. We tried to bring out why some people seemed to be involved in fights when others do not, and why some people tend to create fights, while others are never the instigator.

While some insights might have been developed, I do not feel that there was a great deal of depth insight here. But the students were able to vent their feelings with regard to this important area in the teenage life.

January 31, 1968

GROUP B
COUNSELING

SESSION
14

Larry
Lochridge

We used the group time today for discussion again, in order to allow them to remain at the same place as the other group. The group started out by asking questions about what were we doing this for and were we ever going to meet with the other groups of Mr. Wilcox's and talk about the things they were discussing, and see if they were talking about the same things in both groups. I feel this has some possibility and might be interesting to do. I told the students we might do this towards the end of the year.

We then got into the discussion of some of the things that had happened to the various members. Example: one of them had just received his second ticket and they were talking about how this happens and how it seems like the police watch for certain people. We have a couple negro students in this group and we talked about whether they felt that the police watched the negro people more closely than other groups. They did not seem to really feel this was true, but they did feel that the police watched certain areas of roads more closely.

In general, I would say this was more a rapport building session, not too much in depth or insight.

February 6 and 7, 1968

GROUP
COUNSELING
A & B

SESSIONS
14

Larry
Lochridge

We continued to take the Kuder Vocational Interest Inventory. We also discussed the areas of interest that will be covered on the inventory.

February 14, 1968

GROUP
COUNSELING
A & B

SESSION
15

Larry
Lochridge

Today students continued working in the Kuder Test Manual trying to finish up this information. A number of the students are about completed. Some of the students are still on them. The students that have completed them seem to be quite interested the results they are coming out with as I am having them profile their own scores. The profile is somewhat self-explanatory and seems to interest the students.

February 23, 1968

GROUP
COUNSELING
A & B

SESSION
16

Larry
Lochridge

Both groups met together again primarily to determine how many students needed to complete the Kuder Vocational Test and then to discuss a pertinent matter in the school. This week had been hectic as we had an assembly cancelled due to student's rebellion. Consequently the topic of the session of that day was the attitude and atmosphere of the student body. Generally the students felt that the school was tense and there was some hostility. Also, they discussed what seemed to be the problem in assemblies: why didn't the white students sit with the negro students and the negro students with the white students. They felt that it was not negro and white-but friends sitting together more than anything. Each person going to the assembly wanted to sit with their friends.

I felt that the session was open. There was a negro in the group and he expressed his point of view and it was readily accepted.

February 28, 1968

GROUP
COUNSELING
A & B

SESSION
17

Larry
Lochridge

Talk for today was centered around the up and coming zone tournament. The students were interested in talking about sportsmanship and what being a good sport involved. Their first reaction with regard to referees was "they are crummy". Then after looking at it a little more closely, they thought they were trying to do a job, but they still got mad at them. They felt they were as fair as they could be, but at times they made mistakes.

In discussing good sportsmanship, they felt that it was important but it would be difficult when excited and you would do some things in the games that you might not do otherwise. They did not agree with hitting, but I wonder if some of them were involved they would fight.

March 15, 1968

GROUP A
COUNSELING

SESSION
18

Larry
Lochridge

Today we took the Occupational Exploration Kit from SRA and the Occuscaner. The students were given their Profile and their Kuder that they had taken. Using the Profile I had them look at educational aspirations and equate this to use with the Occuscaner todecide upon how much education they would take. Next we looked at their grades and English to determine their ability to use words, next we used their math grades to determine their ability to use numbers. Then we used the interest from the Kuder. Combining these together they then were given choices of occupations that fit these catagories. Most of the students in this group were just to the point of listing out the numbers and writing out the names of the occupations. We were not to the point of being able to discuss individuals and their occupation. Although the students were busy making comments as they listed out occupations, such as "A brick layer!" "I am going to go into the service," and various comments like this.

So it appears that it is going to become evident to these students that the types of occupations they want are not going tofit the educational patterns that they have been establishing while in high school.

March 26, 1968

GROUP A
COUNSELING

SESSION
19

Larry
Lochridge

The students continued working on the selections of occupations from the Occupation Exploration Kits. We talked briefly about what types of things a person should be looking for in exploring for occupations. The students seem to have some general ideas. The first thing mentioned was money, salary involved, how much you could earn, how much you would start out with, and so forth. Then, to a small degree, they talked about the types of working conditions. Although, they did not seem to have a very good idea of what they really meant or wanted in this area. We then talked about whether they would want job security, whether it was one in which you moved frequently, or if it was one where you were in one city or town for long periods of time.

When they finish looking up their occupations they are to pick two or three of these occupations that they feel are the most interesting to them and look up these types of information. If none of the occupations interest them then they are to list the occupations they want to have on their own, and do the same with them. The next session we will try to follow this up and have them present their occupational choices to the group. I have asked the group to then be willing to question the individuals choice of occupations. Should be interesting, if they will attempt to do it.

One observation I have made with this group was the immaturity of the students with relation to being able to stick to and concentrate on a project. Their attention span is extremely short and it makes it difficult to stay with it.

March 29, 1968

GROUP
COUNSELING

SESSION
19

Larry
Lochridge

Due to a high number of absences I met with both groups together.

We continued investigating different types of occupations using the Occupational Exploration Kit and the Cronicle Guidance Kit. A number of students have completed investigating the occupations that were indicated by their interest and have been looking at other occupational briefs and seem to be developing some interest along these lines. Some of the students are finding out that some of the other occupations involve much more than they had envisioned would be needed.

Due to my being out of town for the next week I am going to instruct Mr. Mills on how to use the information and he will permit the students to investigate occupational information further during their class time.

April 17, 1968

GROUP
COUNSELING

SESSION
#20/ # 21

Larry
Lochridge

As we had not met for a couple of weeks, and the fact that this was senior recognition day, and seniors were taking the place of counselors, it was decided that the session today would be an open discussion.

The students were very verbal and interested in a topic related to the Korean incident and it was an interesting session.

It all involved the issue of whether we are right in not going in and getting the men off the Pueblo, or whether we were wrong, and the Pueblo had actually violated the international waters. If they had violated the laws should they be punished. The discussion revolved around: Should they be punished if they had broken the law. If they had broken the law should they try to get the men out of there without being punished.

One student was pretty much the center of the groups reaction. The student who was the center of the group defended himself very well and was able to reduce the groups negative reaction.

In summarizing the discussion of the group it was pointed out that the reason many times we have problems is that we fail to listen to one another. It was evident in some of the discussion that the students were so concerned with what they had to say that they were not listening to what their fellow students were saying.

The senior guest counselor was very interested and fit into the group very well.

April 24, 1968

GROUP
COUNSELING

SESSION
22

Larry
Lochridge

Today we had the students present what occupation they would like to work toward becoming. Ted was the first one to volunteer his choice of occupation, which was to become a forest ranger. We then proceeded to ask him questions about why he wanted to become a ranger. He said he wanted to work out-doors, be able to work with plants, and be able to be out in areas where he could hunt and fish. We then asked him if he would need biology. He said no, he did not think he would need biology and the others disagreed with this. He felt that you could do with zoology and botony, which is actually true, it is breaking it down into specific areas. We also discussed whether a need for knowing soil conditions would be of value, and what actual subject would this relate to. It was decided that maybe chemistry would be of value. Ted felt that he would have to go to college in order to become a forest ranger. He did not agree with several of their comments that forest rangers are the guys that watch for fires and report fires. He had a better concept of what a forest ranger does than that.

After discussing this further, he then brought up the fact that maybe he would like to be a commercial artist, also. And at the present time he is taking a correspondence course on commercial artistry, which costs him $700. The kids were interested in how he is paying for this course at $20.00 per month, and was he really interested in this kind of work. He expressed the feeling that he was. He would prefer to be a commercial artist, but is not sure enough of his abilities in this area to come right out and express this as his first interest. We did discuss the common points between the two occupations; in that, it appears that Ted would like to work with something that he is able to do himself, is not necessarily dependent upon others to do it, and also a job which is sort of self satisfying, working with things and not people.

We talked about the fact that when we mention what is the most important thing about an occupation, the group always brings up money as being the most important. Ted felt that doing something he liked and enjoyed would be most important and money would be secondary.

Bernie presented his occupational choice next, which was a professional soccer player. He has been a member of the high school soccer team this past year as the goalie and feels that there is a great opportunity in this field. The things he pointed out that he liked about it, were the great financial rewards, tremendous amount of traveling around the country, and the opportunity to see many different cities and countries in the world. This was extremely appealing to him.

We talked about, how many people are able to become professional soccer players and Bernie seemed to feel that he had a good chance of becoming a goalie. Since this is one position that is not as desirable in the eyes of most soccer players due to the amount of punishment that a player has to take. We then talked about the length of time a person is able to remain in this occupation. He felt, that as a goalie, you would be able to play more years than the other players because goalies are not required to run as much as the other positions.

April 30, 1968

GROUP
COUNSELING

SESSION
23

Larry
Lochridge

Today's group was quite a bit larger than the last group. For the benefit of the students who had missed previously, we talked a little bit about the session before, inwhich we discussed the occupational choices of Ted and Bernie.

Immediatly upon completion of this, Gary volunteered to be the first one to discuss his occupation. Gary would like to be a cop, as he calls it, or a policeman, and eventually evolve to a detective. When asked why he wanted to be a cop he said, "I just want to be". They pressured him further and he came up with comments about the fact he thought it would be exciting, interesting, and that he would just like that kind of work. Then one of the students asked him if he realized it is not exciting and interesting, and that it would be boring and involve a lot of report writing and so forth. Gary denied this, and as Gary has a very strong invluence on the group the group somewhat, turned on the other student and supported Gary's point of view. In rebuttal the other student came back with the statement that he knew a man who was a sheriff's deputy and this was the information he had gained from him. Gary still would not accept this and he felt that the majority of time for policemen would be spent in and interesting way. He then stated that he might like to become a detective, maybe even a private detective. When asked about what kind of training or education it involved, he said he did not know. If it took a college education he would go. Which seems to reflect a pretty immature attitude on his part. I felt that a great deal of Gary's presentation was more for the benefit of the group than it was actually true and sincere on his part.

Next Dottie presented her choice of an occupation which was to be either a secretary or coctail waitress. The group really jumped on the choice of a coctail waitress and they said "you want to work in a place like that?" She said she would not mind working in any place as long as it did not involve mathematics. They said you would have to keep track of orders, have to be able to make change, and things like this. She, then said she would hold the money out there and tell them to take the right change back. Then she felt she would have a better chance to be a secretary, but the job as a coctail waitress would be somewhat more glamorous and better paying, with tips, etc. Several of the students expressed the point of view that you will just get married anyway and be a housewife. One of them stated that "girls really do not need to have an occupation anyway, all they have to do is find a rich husband and they do not have to work". Some thought husbands want wives that are capable and able to work if it was needed. Most of them could see this, but several of them would not accept it. They felt that girls did not have to have training for specific jobs.

Actually they discussed Dottie's choice of a secretary very little, but it was felt she would need some additional training beyond high school to be a successful secretary.

We then discussed what a person would do after retiring from being a soccer player. He felt that he would have earned enough money to retire and live a life of leisure afterward. Seems at this point that his planning is somewhat immature. We discussed then how do you go about becoming a professional soccer player and Bernie said that he would want to go to college and play on a college soccer team. In this way he would be able to get the recognition and offers needed for going into professional soccer.

We then discussed what a person does in high school with relation to whether he will be successful in college or not. Bernie felt that you could be successful in college without being successful in high school. After all, in high school you have to go, but in college you are going because you want to, and he felt this would make a difference in the amount of effort you put out. Some of the other students did not agree with this entirely. They felt that if you were a good student in high school you would probably have a better chance of being a better student in college. Anyway Bernie felt that he wanted to go to college.

Next to present his occupation was Robert. He had just begun presenting it when the period ended and we had to leave. We plan to continue discussing occupations at the next session.

In general, I felt that the session was beneficial and that some important insights were gained. Not only for the student who had presented his occupational choice, but for the other students. I think that we will see, in future presentations, the students being a little more aware of some of the ideas that we have been discussing in this session.

May 6, 1968

GROUP COUNSELING

SESSION # 24

Larry Lochridge

Today's group started out with the discussion of Robert's occupational choice of a stock car driver. He felt he had a great deal of interest in this area and it was something he would enjoy doing, would be interesting, and exciting. When questioned further about his choice of occupations it was brought up that it was difficult todo this as a full time job. Many racers work at other jobs and race on weekends until they really become exceptional in the field. When the question was raised, was this an occupation that was reasonable for Robert, the group felt that it was a poor choice on his part and he did not show much planning.

After discussing this some more he finally concluded that the group was right to a degree but, yet, he still held out that this is an occupation he would like to work towards. He did add to it that he would probably work towards becoming a mechanic first in order to gain the background and have an occupation in which to work at while gaining the experience needed to become a driver. The group seemed to think this was a much better plan than the one previously presented.

Jerry then presented his occupational choice of becoming a professional athlete, either in football or baseball. The first question asked of him was how can you be a professional athlete when you have not competed in athletics in high school. He responded with "I plan to next year." The students did not seem to question too much his desire to be a professional athlete. Then we discussed what you have to do in order to become one, what are the opportunities. It was felt that opportunities are increasing to some extent with the expansion of professional athletic leagues. Yet it was expressed that a person has to be very good. Then they talked about what would he do if he did not make it as a professional athlete. Not everyone who hopes to be a professional athlete makes it and one of the students said "If you went to college in order to play athletics and got a college education you would always have this as some security or support if you did not make it in athletics."

The question was not investigated as to whether Jerry really plans to, or is capable of college work. In general it really amounted to the fact that if Jerry had the desire, and the physical capabilities, he probably could become a professional athlete.

During the discussion of the occupations several small conflicts have developed between different individuals in the group. It appears that whenever one person feels one way they will take the opposite point of view. Some of this discussion is relevant, other timesit did have some fragmentation and several of the students seemed to loose interest in what the group was discussing and wanted to start their own little discussion.

In these situations I felt, as the counselor, it was necessary to bring them back into the group.

Next Richard M. expressed his desire to join the Navy. He was asked what he would do in the Navy. He replied "I would join the Navy". When pressured even further he did state that he would like to go into submarines, electronics, or something like this. But in general, his choice of what he would do in the Navy was very vague and limited. He expressed the reason for being influenced this way was that his brother is in the army and it appears he will, possibly, make it a career. After Richard expressed his interest to join the Navy, Gary came back with the question of "what would you do to become a shore patrolman in the Navy"? He said maybe he would be interested in this type of work.

The group was quite interested and seemed to interact very well. I felt that some of the choices on the part of the participants were immature but the group was actually responding to them in a very effective way to point out their immaturities to them.

May 15, 1968

Group
COUNSELING

SESSION
25

Larry
Lochridge

The only students who have not presented their occupational choices are the students who seldom participate verbally in the group discussions.

Patty, who is probably the quietest member of the group, presented her occupation first. She would like to be a flight instructor or ground school instructor for small aircraft. She has had some experience along this line, evidently, already. She told the students she had some flying experience and was working towards her pilots license. One student came back with "It took many hours to get your license and it costs a lot of money as he had a brother who was in the process of doing this." Patty did not seem to feel this was a hindrance to her desire. The group as a whole felt that this was probably a realistic choice on Patty's part. From what whe had said, it seemed likely that she would be able to succeed in achieving her goal.

Kathy next presented her occupational choice which was to become a secretary. When asked what does a secretary do, she said that she wanted to be the kind of secretary that did primarily typing. The boys were surprised that she wanted to be a secretary; they thought that she probably would want to be a housewife. Kathy did not really respond to this comment. She did state that she liked the work that goes with machines. If possible, she would want to work with office machines, duplicators, etc. The students did not really react one way or the other as to whether they felt this was a realistic choice on her part. It appears that Kathy might succeed in this occupational pursuit.

Ray was the last one in the group to have the opportunity to present his occupational choice. Ray is a fairly slow student, somewhat quiet and bashful, and evidently felt too threatened by the pressure of the group to present his choice of an occupation.

With the few minutes we had remaining, we talked about the group and what we had done during the year. I asked them what they thought could have made the group better. Several of them stated they thought we should have had more definite topics to discuss. One suggested that maybe they should be given a topic several days previous to the group meeting; several of them thought this might be a good idea. Some of the others felt they had really enjoyed the group sessions and would like to be included in any group that might be established next year.

I would say that in discussing this topic that there was a wide range of response The ones who felt that they had received something from it were discussing it verbally, others were being quiet and I felt were somewhat hesitant to express their opinions of the group. When asked about the occupations and occupational information we had worked on, they felt it had been helpful and was a valuable experience to them.

October 25, 1967

GROUP COUNSELING

SESSION
1

Robert
Wilcox

The session began with a brief discussion of the approach that the group would like to take in discussing occupations and their choices. It was decided by the majority that it should be group centered (not counselor oriented), and it would begin with discussing general topics and then work toward specifics.

During the remainder of the time the group discussed what is meant by success and what aspects should be considered when looking for a job. The discussion was carried on by four or five members with the rest remaining quiet or making an occassional contribution. There were several spontaneous discussions being carried on at different times.

The most important points that were to be considered in looking for a job were (1) the person's capabilities.
(2) how much money does it pay
(3) what do you like to do
(4) where would you have to live to hold the job, and
(5) is it in an area where you would like to raise a family.
There was not time, however to go into any depth.

COMMENT: Too much counselor involvement! !

October 31, 1967

GROUP COUNSELING

SESSION
2

Robert
Wilcox

Began by reviewing what took place last week. Group was very quiet for the bulk of the time. Very little interaction took place. It was almost a question and answer period and this was interrupted only by a period of silence.

Evidently not much rapport was "really" established in the first meeting, because regardless of the counselor's efforts not much was done. Only during the last five to ten minutes did the bulk of the group get involved with discussion. The subject of grades and competition came up and the group just got started when the music sounded.

COMMENT: Forget occupations and get some "real" rapport established.

November 1, 1967

GROUP COUNSELING	SESSION # 3	Robert Wilcox

Today we spent the bulk of the time showing the film strip "How to Budget Your Time." After the film strip was viewed by the students, a brief discussion was conducted. The results of the discussion were negligible. The group seemed unwilling to become involved in any kind of duscussion other than two boys who did most of what talking was done.

COMMENT: Something is still missing. Either the group is too large or the counselor is missing the boat.

November 8, 1967

GROUP COUNSELING	SESSION # 4	Robert Wilcox

Today we broke the one large group into two small groups.

After the group was broken into parts, we tried to establish a little rapport or a feeling of togetherness with the first group. What little converstation we had time for was centered on talking about aspirations. We discussed what the word means and what the relationship is between occupational and educational aspirations and what the two of them mean together.

The second group was even a little more hesitant to get involved today than the first group; however, after making a few general comments and explanations, we finally hit upon the topic of decision making. We mentioned briefly educational and occupational aspirations and a healthy discussion ensued. We then discussed what really heppened when one has the responsibility for decision making. We discussed such things as who has the right to make decisions and what decisions should be made. The group really got involved at this point. Unfortunately, we had just gotten involved to the point where the people were really feeling a part of the group and interaction was free when the bell rang.

COMMENTS: I have a feeling that after today things are going to be much more productive. I believe that the size of the group has hampered interaction to this point. The groups have been divided into Groups #1 and #2. I tried to break them by making Group #1 composed of the more talkative kids. Group #2 consists of the more quiet or reserved kids. I think, however, that in the end Group #2 will be as involved and willing to get into the discussions as Group #1. They are two very different groups.

November 28, 1967

GROUP I
COUNSELING

SESSION
#5

Robert
Wilcox

Two students were absent from the group today. These are the two boys who usually carry on the bulk of the conversation.

Today relatively little happened because it has been some time since we met last and as a result the group was rather sluggish and slow in reacting to any conversation we attempted. I dropped all kinds of hints from educational and occupational aspirations to decision making to self-discipline. There was a limited amount of conversation or interaction today. It was more of a get-to-know each other again type of atmosphere.

November 29, 1967

GROUP II
COUNSELING

SESSION
#5

Robert
Wilcox

This is supposed to be my quieter group of the two. However, I feel that after yesterday's session, maybe this group will be able to operate with less structure than I had anticipated. Group I, whom I had felt would be a very talkative group, has a great deal of difficulty getting involved in discussions most of the time. However, the second group was much more willing to talk. Two girls who have made very few comments up to this point were quite verbal for a change. We discussed primarily decision making, what effect it has on us, what responsibilities are involved, what type of decisions they could make around the school to improve the situation for the students involved, and how to make the school a better place through decision-making.

I have a feeling that this group (Group #2) is going to grow personally more than Group #1. Interaction has gained pace and is stimulating thought and more discussion.

December 12, 1967

GROUP COUNSELING

SESSION
#6/ # 7

Robert Wilcox

Last week only group two met because most of group one was absent. There were only four of seven there, but it was a good group meeting. We discussed aptitudes, decision making, and occupational and educational aspirations. The group became quite involved with the subject of decision making again, and the responsibilities concerned with assuming the decision making role for the student. We used the Clark High School profile counseling techniques at this point.

It was a real fine active session with much discussion concerning the area involved. Maybe this was because of the size of the group, or maybe because they had had a real active debating session in their first half of the history class concerning the North and South and the Civil War.

Regardless of what the reasoning may have been, the kids were quite actively involved and it turned out to be a very pleasant and productive session.

December 13, 1967

GROUP COUNSELING

SESSION #8

Robert Wilcox

Student involvement was somewhat limited today. Several of the students have contributed little if anything. I believe I will offer these students the choice of remaining in the group or withdrawing from the group.

I spoke to the students referred to above this afternoon after school and they will remain in the class. We will continue with the two groups. However, group organization may change.

December 13, 1967

GROUP COUNSELING	SESSION # 9	Robert Wilcox

Today, after much confusion during the last two or three sessions related to who was in what group or whether we were going to have one or two groups, it was finally decided that there will be two groups. However, because of the dropping out of two students, I am going to realign to a degree the two groups and today we had a rather short session. The discussion period, I thought, was quite beneficial even though it was a rather short schedule.

The several students who were present for the first time did a relatively good job of becoming involved in what things to think about in choosing a job. The areas that were covered included: 1. Interests--interests should very definitely be an important factor in making any job decision; 2. Your capabilities, or your abilities should definitely be considered in making occupational choices; 3. Benefits that might be gained should be considered in selecting a job, such as medical benefits, group insurance policies, and retirement. These were the areas that the kids covered today, and I thought that they did quite well in discussing the areas.

For the first time the questions and remarks were not particularly directed towards me, but were more or less directed to the group as a whole, or brought up with the idea in mind that someone might respond. Maybe this is a good sign that the kids are starting to respond to comments rather than looking at me and saying what do you think or can I answer the question.

I think that today's session was very worthwhile.

December 19, 1967

GROUP 2 SESSION Robert
COUNSELING # 9 Wilcox

All of the members of Group 2 were present today. They were quite reluctant, the majority of them, to become involved in any discussion whatsoever. We did briefly cover some of the areas that the first group covered, such as the important things to look for in a job, retirement benefits, interest factors, capacities, and the like.

Summary: The comments were few and very short today. There is still too much counselor involvement in this group. They are not willing at this point to become involved as the first group did yeaterday in directing their comments to each other rather than to the counselor. I still feel, however, that this group will "come around" and be productive, but they are just a little bit slower than the group was yesterday.

January 2, 1968

GROUP 1 SESSION Robert
COUNSELING # 10 Wilcox

Today there were only three members of the group present. In spite of the shortage of members, there was a real lively discussion. The members of Group #1 got actively involved; they directed their questions to each other. Their responses and answers were really as close to positive group interaction as we have experienced this year.

The main topic of discussion was income tax. They started off by mentioning one or two things concerning jobs, like retirement benefits, kind of job you would like, your capabilities, etc. But in the end, they switched to income tax and one question led to another until nearly the entire period was devoted to the discussion of income tax.

I think that it was good that these three group members were willing to get involved and really make some worthwhile contributions as they did today.

Comment: I was really very gratified today to be involved with this group.

January 5, 1968

GROUP 2
COUNSELING

SESSION
11

Robert
Wilcox

All of the members of this group were present today. The discussion did not amount to a great deal. I suggested several topics that might be of interest to them including income tax, types of jobs desired, needs, etc. The group seemed to be somewhat disinterested in "anything" today. Most of the time today was used by "small talk."

The group agreed that we should begin investigation of the Kuder Preference Record and the SRA Exploration Kits. They appeared greatly interested not only in what the results would offer them, but in taking the instruments.

January 8, 1968

GROUP 1
COUNSELING

SESSION
11

Robert
Wilcox

Only one person was absent today. The group spent the first section of time discussing income tax, answering a few questions, and bringing up a few points that they evidently felt they wanted to discuss--and quite thoroughly carried through a discussion. The focal issue at this point was that of "what do we really want in life."

This session was by far the most stimulating we have had to this date. The group as a whole has quite a lot of interest and interplay (verbal) is frequent. I am quite pleased with the progress these kids are making now. This kind of experience really gives me a feeling that something is happening.

January 5, 1968

GROUP
COUNSELING
1 & 2

SESSION
12

Robert
Wilcox

Class scheduling forced me to cancel this session.

January 15, 24, 30, 1968

GROUP
COUNSELING
1 & 2

SESSION
13,14,15

Robert
Wilcox

We have spent the last three sessions taking and discussing the Kuder Preference Record. The discussions are stimulating and alive.

February, 1968

GROUP COUNSELING
SESSION # 16
Robert Wilcox

The group today, although there was not too much interaction between the five members, spent the bulk of the time discussing summer employment. The types of jobs that may be available, where to look for these jobs, and the kinds of people they would be completing against were disucssed. After they spent several minutes duscussing this, the conversation turned to the differences in the type of job they would be looking for this summer as part-time employment, and the type of job they may be looking for next year after completing high school and when employment would no longer be viewed as part-time, but would be a steady type of work.

There were marked contrasts in the types of jobs the group wanted to look for. For example, for the summer the kids felt that they would be willing to take a job working in a hamburger stand, washing dishes, etc. At the end of their senior year when they are going to be looking for steady employment, they were more concerned with becoming secretaries, truck drivers, etc.

The final minutes of the period were spent discussing characteristics of these students in respect to job seeking. The wheels started to turn to the possibility that maybe they are not going to be trained for some of these jobs, and this should be a good jumping off point for next week.

March 20, 1968

GROUP
COUNSELING
GROUPS 1 & 2

SESSION
17

Robert
Wilcox

I was scheduled to counsel with Group #2 today. However, with several members absent, I felt that rather than have only a few members present, I would take the entire group again. Thus, Groups #1 and #2 were combined for this session. We had a very good session today. The session started off with trying to pick up where we left off with Group #1 earlier in the week about the possibility that they were not going to be well enough trained for some of the jobs they would like to have after graduation. This theme, however, failed to generate any real interest and died for lack thereof.

Talk turned to the track meet that was held with Las Vegas High School the night before. One of the members of the class is an active member of the Clark High School track team and finished second in his race. We talked about success and what success really is. I honestly feel that this was the best session we have had as a group at any time this year. The kids were spontaneous and exchanged ideas. I did not have to set fire to anyone to get them into the discussion. One student would offer a comment, there would be a stimulating debate related to the comment, and more comments followed.

The focal issue really was one of a definition of success. The group discussed whether or not it was possible to have partial success or must one have complete success to be "successful."

In all, I felt that this was an especially productive session. The interchange of "deep thinking" ideas stimulated me as a counselor to observe the real possibilities exhibited by these so-called underachievers.

March 26, 1968

GROUP
COUNSELING

SESSION
18

Robert
Wilcox

I had again Groups #1 and #2 join as a single group for counseling.

The session started off rather well. We continued to discuss some of the factors that make success, such as setting an objective for yourself and what is involved in obtaining the goal or partially attaining the goal. This theme was relatively good for a few minutes and then dissipated.

We than began discussing education at Clark High School and how it was preparing us for post-high school work. The group discussed how well they were being prepared to make intelligent decisions, to accept responsibilities for one's actions, and for life in general. The discussion also focused on earning a living, how independent one wished to be, what types of material things are necessary for happiness or success, and similar issues. The interaction at this point was very good. There seemed to be much interchange of student ideas without counselor direction.

We will continue to meet as one group rather than going back to the two groups because of the high absentee rate. The group as a whole is responding much better as a larger group.

April 17, 1968

GROUP COUNSELING | SESSION # 19 | Robert Wilcox

Todays session was the first in three weeks, the reason being, that Mr. Lochridge was out of town last week at an A.P.G.A. Convention, and the week prior things were rather hectic.

Today was senior recognition day and each of the counselor's positions was taken by a responsible senior. I introduced Dennis Duffy to the group as the person that was responsible for taking my place and that he would be more or less responsible for the session today.

To begin with, Dennis explained to them that he knew of a boy who had applied for a job downtown at one of the department stores and was refused the job, simply because his hair was beyond what the store considered a reasonable length. He was told to either cut his hair or seek employment elsewhere. This stirred up quite a controversy among the six students that were present today in the group. The feeling of the majority was that it was an infringement upon the individuals rights. This point was battered back and forth. The thought was brought out "what rights did the store, or the people running the store, have as far as determining who was to work for them." In other words did they have the right to determine the length the hair could or could not grow. This was battered back and forth for a few minutes. The point was then brought up: Is it fair to the senior students, now to tell them after this period of time, that they could not walk across the stage or participate in graduation ceremonies if their hair did not meet a certain length. This again had some very lively discussion by the bulk of the group.

The interaction today was very good. Especially with the fact that we had not met in three weeks and we had another new face in the group. It was quite interesting to see. The remainder of the time was spent discussing graduation, long hair, and so forth. I felt the group did a good job. Particularily Dennis in leading the discussion concerning long hair and the possible effect it may have upon employment, or seeking of employment after graduation. The group will meet again next week.

April 24, 1968

GROUP COUNSELING

SESSION
20

Robert Wilcox

The first few minutes of the session was devoted to finishing the discussion from last week centering on long hair and bias on the part of employers concerning the appearance and dress of the people applying for jobs. They then drifted into the area of high school and the types of occupation they should offer training for. The unanimous opinion of the group was that the high schools did not really train young people for future occupations or work. The high schools offer instruction in reading, writing, and thinking.

The group was strong in their feeling that they could reduce school attendance by years because schools did not really prepare young people for an occupation but simply get them to a point and "shove them out the door."

The final realization of the session was that there were two, possibly three, alternatives available to these young people:

1. After high school, they could go on for further training at a junior college, college, or a school similar to a vocational-technical school.
2. If they were fortunate enough during high school to obtain a part-time job, they may be trained for a particular occupation while working--on-the-job-training. However, they felt that this option applied to very few students.
3. The third, and by far the most distasteful option, was that of going out and taking whatever types of jobs were available to them.

At this point, the bell rang and interrupted what I considered to be one of the best sessions the group has had. There was a tremendous amount of interaction within the group and very little commentary by the counselor. There were no dragging periods when the counselor had to make comments or try to liven the discussion.

I was quite pleased with the sudden, shocking awareness of the group to the fact that they were a little more than a year away from being "thrown out into the cold, cruel world." They realized that they might find themselves with no perparation in the field which most interested them. I hope that the next counseling session is as productive as this one has been.

May 1, 1968

GROUP
COUNSELING

SESSION
21

Robert
Wilcox

We began the session today by asking each of the people involved to tell us which jobs they would like to have, what kind of training would be needed to gain the job, what some of the benefits of this job would be, and some of the bad features of such a position. While the students were interacting, small sub-groups began to form to discuss specific job characteristics.

The first person to discuss his vocational choice was a boy. He decided that he wanted to be an architect. We discussed architecture, the type of training needed and specifically the amount of training beyond high school which might be a requirement. This discussion was very interesting to the group.

The second person to declare her occupational intent was a girl. She has decided on cosmetic artistry. She would like to work around movie studios, play houses, or theaters making-up the cast and getting them ready to perform. This was mostly a question and answer period. The group seemed to show little interest in this topic.

The third student to respond was a girl who wanted to become an airline hostess. This occupation appears to hold much interest for girls. Many of the boys were especially interested in what this job included in the way of training and performance. The interaction was excellent during the time we concentrated on this particular job.

The fourth person to respond was also a girl. She had aspirations to become a teacher. The interaction again was very good and the students offered a rather thorough analysis of requirements for this position. Since they are exposed to teachers every day, they had some rather firm believes about what a "good teacher" should have in qualification.

The remainder of the session focused on the good and bad points of teachers and what teachers should do to become better. The discussion was especially active and offered many significant points. I felt that this was a very fine session.

May 6, 1968

GROUP
COUNSELING

SESSION
22

Robert
Wilcox

As the students entered the group counseling session today they were rather giddy, giggly and were concerned more with breaking into small group discussions among themselves. This would not have been so bad had they been completely interested in small group discussions that concerned the general topic, but they seemed to be unwilling to get involved.

We started by having Larry tell us about what his aspirational hopes were. He wants to be a musician and he discussed some of the ways of getting training, learning how to play, and entering into a career as a musician.

This was followed by Mike who is definitely interested in being a mechanic. Mike is working after school in an auto mechanics shop. He expressed a desire to continue in this work until such a time that he sees fit to change. He said that he, in time, will make a change because he does not think he wants to be a mechanic all of his life. For now it pays enough money to support him and being single and young gives him enough money to live and make his own way. He brought forth the idea that once he gets married and has a family that he doubts if he will be able to make the kind of living as a mechanic that he would like to enjoy. As a result, the family would have to go without, and this would probably be the point at which he would then change and move into another area of work.

Doris, who is usually the quietest member of the group, explained to us that she would like to be a secretary. She brought out the idea that there are several different types of secretaries and that secretaries very often do different kinds of things. Her ultimate goal is to be a legal secretary. In discussing this with the group, it did not arouse too much interest on the part of the others, even though Doris was quite enthusiastic. The group appeared to be interested in things other than the objectives Doris stated.

In finishing this type of discussion with each member of the group, Dave was the last to explain what he wanted in life. He is completely undecided at this point. He has no inkling of what he wants to do . This is a bright, capable, young man who does only the minimum amount of work required in his academic classes. He is, however, the driving force behind the group. Since he became a member of the group, interaction has been better and there have been more questions and debates involving the group. I think this can be attributed primarily to Dave's presence. The point he did make was if you did want to make any money (and they were talking about more than just enough to pay your bills) a person had to be willing to gamble. If you are going to make big money you are going to have to be willing to gamble and hope you can come through. This was the point where the class got involved and unfortunately it was the last few minutes of the session.

It seems to me that money is quite important to them. Someone said, "I would like to make at least $150.00 a week; that is a lot of money." One of them asked how much is $150.00 a week. When they got to thinking, it was not too much money at all. The session terminated unfortunately at a very productive moment.

May 15, 1968

GROUP
COUNSELING

SESSION
#23

Robert
Wilcox

There were eight students present at the concluding group meeting. The group, to begin with, was quiet; no one seemed to be overly interested in becoming involved in any kind of discussion. To get the ball rolling I suggested that it might be wise to possibly summarize some of the things they felt were important that we had discussed during the year. They decided the first thing a person should do is to decide on a goal or some place where they want to arrive. They felt that important things to be considered were: (1) Ability; do I have the ability to get where I want to go?, (2) Do I have the desire; do I have the necessary motivation to achieve this particular goal? , (3) Financing; there is definitely going to be the matter of money involved; am I going to be financially capable of obtaining the training that I need?, (4) Personal satisfaction; what about the personal satisfaction? Am I going to be happy once I have obtained the goal I seek? Will I gain satisfaction from it? The group believed that satisfaction with occupation is very necessary to success in an occupational setting.

At the conclusion of this discussion, the group felt that the time spent in group counseling had been worth the effort. One of the group members felt that they would not again be a member of such a group. The others who were present, and they were the ones who had been present for most of the academic year, felt that the experience was very worth while and that they had enjoyed it and would look forward to being a member of the same type of group should the opportunity present itself again.

Two of the group members approached the idea that such a group be utilized as a regular class, on a semester basis, where kids could go in, sit down and discuss different jobs and job qualifications. Their feeling was that the size of the class should be limited in order that field trips could be taken. They suggested that such a group have the opportunity to visit real live occupations rather than just discuss and read about them.

In conclusion, I feel that the group as a whole (those who were in attendance most of the time) was quite actively involved. We had our good days and bad days and we definitely had attendance problems. We also had attrition problems. The students who attended the group counseling sessions continuously felt that it was worth their effort and I am in agreement with this sentiment. Although I am not sure of the outcome, in all I have enjoyed the situation and for me it has been quite a learning situation.